



## Holly Hill-Roberts Middle School

530 Hesseman Avenue  
Holly Hill, SC 29059

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	476 Students	
<b>Principal</b>	Loretta R. Gadson-	803-496-3818
<b>Superintendent</b>	Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Mrs. Betty Shuler	803-496-3852

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>Average</b>
2012	Below Average	Average
2011	Below Average	Below Average
2010	Below Average	Average
2009	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

Percent of students tested in 2012-13 whose 2011-12 test scores were located

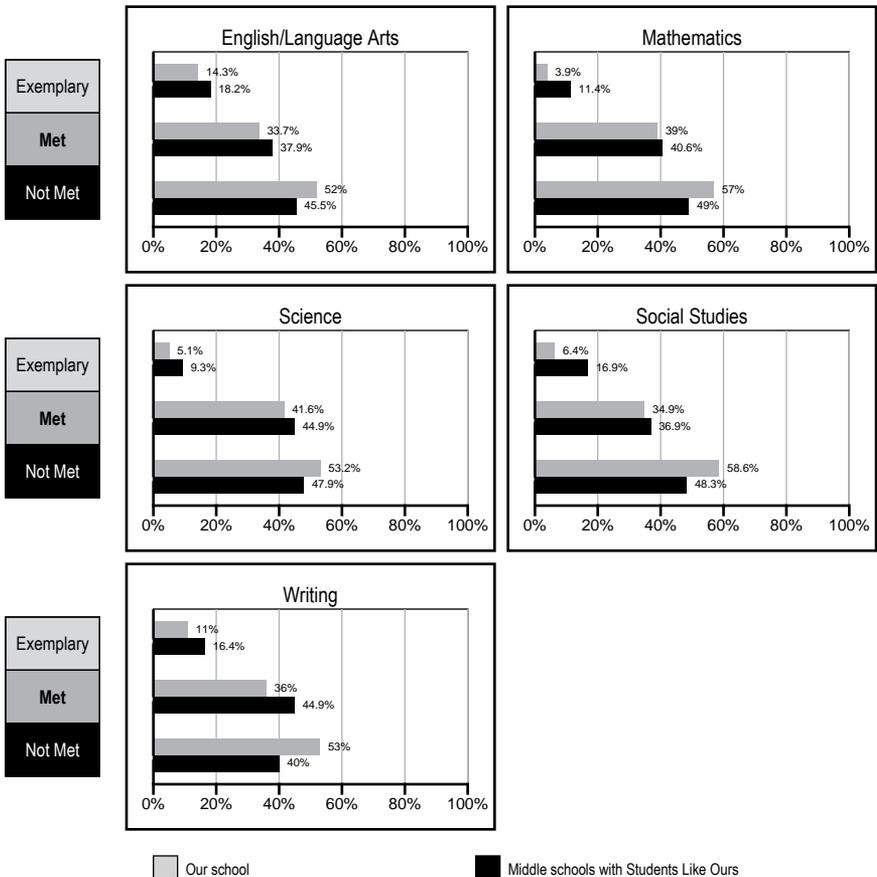
97%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	24	22	15

\* Ratings are calculated with data available by 03/14/2014.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	77.5%	88.0%
English 1	76.3%	85.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	76.9%	88.5%

**School Profile**

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=476)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Down from 17.8%	14.3%	24.6%
Retention rate	0.0%	No Change	1.1%	0.6%
Attendance rate	95.7%	Up from 94.4%	95.5%	95.9%
Served by gifted and talented program	2.6%	N/A	7.0%	18.5%
With disabilities	15.8%	N/A	16.0%	13.0%
Older than usual for grade	5.4%	N/A	7.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 2.0%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	48.4%	Down from 58.3%	59.6%	61.5%
Continuing contract teachers	67.7%	Up from 63.9%	66.8%	77.2%
Teachers returning from previous year	81.3%	Down from 85.0%	78.0%	85.9%
Teacher attendance rate	93.9%	Down from 96.6%	95.2%	94.9%
Average teacher salary*	\$44,380	Down 2.7%	\$44,380	\$47,313
Professional development days/teacher	13.3 days	Up from 11.4 days	9.3 days	10.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 23.6 to 1	18.5 to 1	22.1 to 1
Prime instructional time	87.2%	Down from 88.8%	89.4%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	60.6%	Down from 75.5%	98.5%	99.0%
Character development program	Excellent	Up from Average	Excellent	Good
Dollars spent per pupil**	\$10,491	Up 5.5%	\$9,665	\$7,239
Percent of expenditures for instruction**	64.0%	Up from 55.4%	60.0%	63.0%
Percent of expenditures for teacher salaries**	58.0%	Up from 51.4%	54.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Holly Hill Roberts Middle School continues to work towards meeting the goals of our strategic plan as we cultivate the vision of the district and the school. These goals support a collaborative effort of all representatives of our School Improvement Council. As a group, we will assure that learning and improvement are continuous.

Our teachers show commitment to professional growth and development by completing graduate courses, working on advance degrees, and attending staff development workshops that stress using best practices in education today. One teacher was selected as the Veterans of Foreign Wars Teacher of the Year for commitment and dedication to our students and their writing abilities. Several teachers have assisted students in winning local, regional, state, and national competitions.

The success of our students academically is cultivated on the foundation of a well-defined curriculum. We are proud to showcase what each student has to offer and what they have developed over the year. Some of the school highlights include students being recognized as grade level winners at the district science fair and the regional science fair. Other awards and recognitions received by Holly Hill Roberts Middle School students are All State Band, Region Band, Junior BETA Club and FBLA Conventions, the Orangeburg-Calhoun Consortium for the Arts Summer Program, and the Daughters of the American Revolution short story and poetry contest. Two students attended a Leadership Academy for GEAR UP through South Carolina State University. Some of our students participated in service learning projects and some students participated in job-shadowing. Over fifty eighth grade students participated in Job Shadowing at AT&T in Columbia.

After being selected as one of four district schools to receive the Magnet Schools of America Program Grant, Holly Hill Roberts Middle School has transitioned into a Science, Technology, Engineering, and Math School (STEM). The magnet program at Holly Hill Roberts includes the development and implementation of a Science, Technology, Engineering, and Math theme, continuation and expansion of partnerships with local businesses, cultural organizations and universities to support the magnet program, design and implementation of career awareness and development activities, and design and implementation of parent involvement initiatives in support of the magnet program. We are now starting a new program for middle school in the biomedical field and continuing to increase technology and the use of Lego robotics.

Loretta R. Gadson-Washington, Principal  
Stacey Rock-Gilmore, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	104	20
Percent satisfied with learning environment	85.7%	56.7%	85%
Percent satisfied with social and physical environment	80.5%	66.4%	70%
Percent satisfied with school-home relations	58.3%	78.7%	85%

\* Only students at the highest middle school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>40.4</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Holly Hill-Roberts Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 6-8</b>						
All Students	614.6	608.9	597.9	595.3	100.0	100.0
Male	609.0	604.2	595.6	594.0	100.0	100.0
Female	620.0	613.4	600.0	596.6	100.0	100.0
White	650.0	634.0	637.2	614.5	100.0	100.0
African American	610.6	605.8	594.0	593.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	569.2	583.1	561.5	573.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	613.9	608.1	597.8	594.5	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	167	99.4	63.2	26.5	10.3	36.8
	7	137	100	43.5	41.2	15.3	56.5
	8	128	100	48.8	34.1	17.1	51.2
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	164	100	48.4	36.6	15	51.6
	7	164	100	52.9	32.3	14.8	47.1
	8	135	100	55.6	31.7	12.7	44.4
<b>Mathematics</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	167	99.4	54.8	39.4	5.8	45.2
	7	137	100	50.4	42	7.6	49.6
	8	128	100	56.1	40.7	3.3	43.9
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	164	100	52.9	43.1	3.9	47.1
	7	164	100	62.6	34.2	3.2	37.4
	8	135	100	55.6	39.7	4.8	44.4
<b>Science</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	67.1	31.6	1.3	32.9
	7	137	100	32.8	55.7	11.5	67.2
	8	64	100	52.4	39.7	7.9	47.6
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	67.5	28.6	3.9	32.5
	7	164	100	43.2	51	5.8	56.8
	8	67	98.5	61.3	33.9	4.8	38.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	44.7	50	5.3	55.3
	7	137	100	48.9	40.5	10.7	51.1
	8	64	100	51.7	35	13.3	48.3
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	35.5	53.9	10.5	64.5
	7	164	100	68.4	27.1	4.5	31.6
	8	68	100	62.5	31.3	6.3	37.5
<b>Writing</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	127	100	41.9	35.5	22.6	58.1
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	164	98.8	46.7	40.8	12.5	53.3
	7	165	100	52.9	37.6	9.6	47.1
	8	134	99.3	60.3	28.6	11.1	39.7

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